

Sue Cleveland Elementary

375 Woodmont School Road Ext.
Piedmont, SC 29673

Grades K-5 Elementary School

Enrollment 496 Students

Principal Virginia K. Chambers 864-355-4210

Superintendent Dr. Phinnize J. Fisher 864-355-8860

Board Chair Charles J. Saylor 864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	56	44	4

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

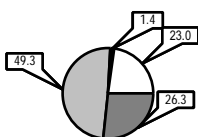
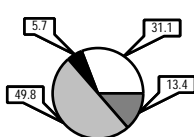
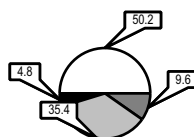
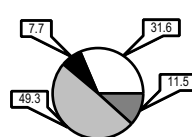
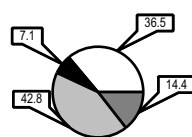
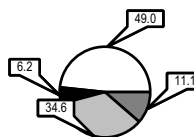
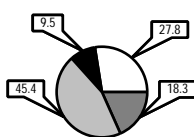
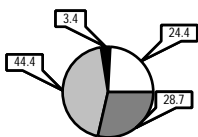
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	249	96.0	21.5	50.0	27.0	1.5	43.0	Yes	Yes
Gender									
Male	140	93.6	27.9	55.9	14.4	1.8	32.4	N/A	N/A
Female	109	99.1	13.5	42.7	42.7	1.1	56.2	N/A	N/A
Racial/Ethnic Group									
White	135	97.0	14.7	50.0	33.6	1.7	51.7	Yes	Yes
African American	111	95.5	30.5	50.0	18.3	1.2	31.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	199	99.5	19.1	47.5	32.1	1.2	49.4	N/A	N/A
Disabled	50	82.0	31.6	60.5	5.3	2.6	15.8	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	249	96.0	21.5	50.0	27.0	1.5	43.0	N/A	N/A
English Proficiency									
Limited English Proficient	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	96.4	21.5	50.0	27.0	1.5	43.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	181	95.6	23.0	54.0	22.3	0.7	36.0	Yes	Yes
Full-pay meals	68	97.1	18.0	41.0	37.7	3.3	59.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	249	97.2	29.1	51.2	13.8	5.9	33.0	Yes	Yes
Gender									
Male	140	95.7	31.6	47.4	14.0	7.0	34.2	N/A	N/A
Female	109	99.1	25.8	56.2	13.5	4.5	31.5	N/A	N/A
Racial/Ethnic Group									
White	135	97.0	19.0	54.3	18.1	8.6	42.2	Yes	Yes
African American	111	97.3	44.0	45.2	8.3	2.4	21.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	199	100.0	19.6	56.4	17.2	6.7	38.7	N/A	N/A
Disabled	50	86.0	67.5	30.0	0.0	2.5	10.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	249	97.2	29.1	51.2	13.8	5.9	33.0	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	97.2	29.2	51.0	13.9	5.9	33.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	181	96.7	34.8	49.6	13.5	2.1	28.4	Yes	Yes
Full-pay meals	68	98.5	16.1	54.8	14.5	14.5	43.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	249	99.6	50.0	35.6	9.6	4.8	14.4
Gender							
Male	140	99.3	52.5	28.8	11.9	6.8	18.6
Female	109	100.0	46.7	44.4	6.7	2.2	8.9
Racial/Ethnic Group							
White	135	100.0	34.5	44.5	12.6	8.4	21.0
African American	111	100.0	71.3	23.0	5.7	0.0	5.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	50.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	199	99.5	41.4	40.7	12.3	5.6	17.9
Disabled	50	100.0	80.4	17.4	0.0	2.2	2.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	249	99.6	50.0	35.6	9.6	4.8	14.4
English Proficiency							
Limited English Proficient	1	0.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	50.0	35.6	9.6	4.8	14.4
Socio-Economic Status							
Subsidized meals	181	99.4	56.6	33.8	8.3	1.4	9.7
Full-pay meals	68	100.0	34.9	39.7	12.7	12.7	25.4

Social Studies							
All Students	249	99.6	31.3	49.5	11.5	7.7	19.2
Gender							
Male	140	99.3	33.1	48.3	9.3	9.3	18.6
Female	109	100.0	28.9	51.1	14.4	5.6	20.0
Racial/Ethnic Group							
White	135	100.0	25.2	50.4	12.6	11.8	24.4
African American	111	100.0	39.1	48.3	10.3	2.3	12.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	50.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	199	99.5	24.7	51.9	14.2	9.3	23.5
Disabled	50	100.0	54.3	41.3	2.2	2.2	4.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	249	99.6	31.3	49.5	11.5	7.7	19.2
English Proficiency							
Limited English Proficient	1	0.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	31.3	49.5	11.5	7.7	19.2
Socio-Economic Status							
Subsidized meals	181	99.4	35.2	46.9	11.0	6.9	17.9
Full-pay meals	68	100.0	22.2	55.6	12.7	9.5	22.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	71	100.0	16.4	39.3	34.4	9.8	44.3
	4	58	100.0	28.0	62.0	10.0	0.0	10.0
	5	79	98.7	39.1	55.1	5.8	0.0	5.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	96.6	14.3	42.9	38.6	4.3	42.9
	4	84	95.2	22.1	55.9	22.1	0.0	22.1
	5	78	96.2	29.0	51.6	19.4	0.0	19.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	71	100.0	24.6	57.4	13.1	4.9	18.0
	4	58	100.0	34.0	46.0	18.0	2.0	20.0
	5	78	100.0	34.8	56.5	4.3	4.3	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	97.7	23.9	50.7	16.9	8.5	25.4
	4	84	97.6	24.3	54.3	14.3	7.1	21.4
	5	78	96.2	40.3	48.4	9.7	1.6	11.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	71	100.0	36.1	42.6	18.0	3.3	21.3
	4	58	100.0	54.0	36.0	10.0	0.0	10.0
	5	78	100.0	68.1	23.2	5.8	2.9	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	47.2	31.9	12.5	8.3	20.8
	4	84	100.0	52.8	36.1	8.3	2.8	11.1
	5	78	100.0	50.0	39.1	7.8	3.1	10.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	71	100.0	19.7	52.5	19.7	8.2	27.9
	4	58	100.0	26.0	62.0	10.0	2.0	12.0
	5	78	100.0	53.6	37.7	7.2	1.4	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	19.4	47.2	22.2	11.1	33.3
	4	84	100.0	37.5	51.4	6.9	4.2	11.1
	5	78	100.0	37.5	50.0	4.7	7.8	12.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 496)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.4%	Up from 3.9%	3.6%	2.8%
Attendance rate	96.2%	Up from 95.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%	Down from 3.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%	Down from 3.4%	0.3%	0.0%
Eligible for gifted and talented	6.5%	Up from 3.7%	7.1%	10.4%
On academic plans	51.9%	N/AV	41.4%	33.6%
On academic probation	1.3%	N/AV	0.4%	1.0%
With disabilities other than speech	9.7%	Down from 12.6%	8.8%	7.5%
Older than usual for grade	1.8%	Down from 2.1%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Up from 0.2%	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	18.8%	Up from 15.6%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.5%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 4.0%	0.0%	0.0%
Teachers returning from previous year	79.9%	Down from 81.0%	87.2%	87.3%
Teacher attendance rate	95.4%	Up from 93.7%	95.1%	94.9%
Average teacher salary	\$36,025	Up 1.2%	\$42,251	\$42,485
Prof. development days/teacher	24.6 days	Up from 13.4 days	13.2 days	13.3 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 16.7 to 1	17.9 to 1	18.6 to 1
Prime instructional time	90.2%	Up from 88.5%	89.7%	89.7%
Dollars spent per pupil*	\$6,158	Up 22.0%	\$6,802	\$6,557
Percent of expenditures for teacher salaries*	66.4%	Up from 65.0%	63.4%	64.0%
Percent of expenditures for instruction*	72.4%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-06 school year was very challenging but successful. The focus was implementing the Malcolm Baldrige Model for continuous improvement, becoming a data driven school, improving student achievement, and creating learning communities in our school. This Baldrige Model places accountability for learning into the children's hands. All students develop academic and personal goals for each nine weeks. After goals are set, action plans are written under the guidance of an adult mentor: principal, guidance counselor, parent, or teacher. The students track their achievement, behavior, and attendance in a data notebook. Teachers provide immediate feedback through conferencing and class meetings.

The teachers met as a learning community last summer to discuss strategies and best practices to implement for the 2005-06 school year. The first program was Focus to Develop Reading Time (FDR-Time). Four days of the week, all faculty met with students in all grade levels to focus on reading and language skills at the student's highest learning level. The groups were fluid so that students could progress or transition from one group to the next. Each grade level completed quarterly evaluations to assure that all students were being challenged. In the mornings before school, a teacher implemented Morning Math Time (M&M Time). Students in grades three through five met in the computer lab to work on their weakest areas in math through the Larsen's Math Program. Students worked toward their most challenging level each time. Teachers met to identify Essential Questions in science and social studies for the purpose of creating activities that were more aligned to state standards. The plan is to expand this process in other content areas next year.

Other opportunities provided to our children were after-school programs for students in grades three-five, a summer Jump Start Program for kindergarten through second grade, and clubs: tennis, science, computer, art, music, mileage, student government, garden and Beta Club. This year, the school performed a large play production, "Alice in Wonderland," which involved over sixty children and thirty adults from the school and community. We were very proud of its success in our school and community!

The school's previous awards are the Red Carpet Award for our welcoming atmosphere and the Exemplary Writing Award. The school also won the Strong Communities and School Award for our continued service learning projects and community programs. In the August of 2003, we became a Title I school for Targeted Assistance. With those funds, we were able to provide a reading specialist to assist students in those content areas. Currently, Sue Cleveland Elementary is a Title One recipient. During 2004-05 year, we achieved AYP status. We feel a sense of accomplishment because all of our students are making progress. The motivational attitudes of the students, the implementation of best practices from teachers, and the support from the community enable our school to be successful.

Virginia K. Chambers, Principal
Dorothy Tesnear, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	64	31
Percent satisfied with learning environment	87.9%	79.7%	83.9%
Percent satisfied with social and physical environment	93.9%	85.9%	70.0%
Percent satisfied with school-home relations	62.5%	90.6%	76.7%

*Only students at the highest elementary school grade level at this school and their parents were included.